

Digital Commons  
@ LMU and LLS

## Journal of Catholic Education

Volume 20 | Issue 1

Article 13

October 2016

# Introduction to the Education in Practice Section

Journal of Catholic Education

Loyola Marymount University, [CatholicEdJournal@lmu.edu](mailto:CatholicEdJournal@lmu.edu)

Follow this and additional works at: <https://digitalcommons.lmu.edu/ce>

### Recommended Citation

Catholic Education, J. (2016). Introduction to the Education in Practice Section. *Journal of Catholic Education*, 20 (1). <http://dx.doi.org/10.15365/joce.2001202016>

This Education in Practice Article is brought to you for free with open access by the School of Education at Digital Commons at Loyola Marymount University and Loyola Law School. It has been accepted for publication in Journal of Catholic Education by the journal's editorial board and has been published on the web by an authorized administrator of Digital Commons at Loyola Marymount University and Loyola Law School. For more information about Digital Commons, please contact [digitalcommons@lmu.edu](mailto:digitalcommons@lmu.edu). To contact the editorial board of Journal of Catholic Education, please email [CatholicEdJournal@lmu.edu](mailto:CatholicEdJournal@lmu.edu).

## Introduction to the Education in Practice Section

Welcome to the first-ever Education in Practice section of the *Journal of Catholic Education*. As a journal dedicated to both inquiry and practice, we, the Editors of the *Journal*, along with our Governing Board, believe that it is important to represent and serve both academic researchers and practitioners in PK-16 Catholic schools. There is, of course, overlap between these categories—many Catholic school teachers and administrators are practitioner-scholars, pursuing masters' and doctoral degrees at the same time they are working in a PK-12 school. Faculty and staff in higher education institutions who work closely with PK-12 Catholic schools, whether through in preservice teacher training, evaluation, curriculum development, or other pursuits, are another type of practitioner-scholar. Wearing many hats, including those of the practitioner-scholar, seems to be a common feature of those of us working in and for Catholic education.

Early in our tenure as the *Journal's* Editors, we identified a need to more formally integrate “voices from the field” within the *Journal*. To be sure, the research articles we publish do an excellent job of documenting and presenting analysis of opportunities and challenges within Catholic education. However, what we saw missing was an opportunity to share information about proven practices and emerging trends within Catholic schools. The Education in Practice section addresses this need, as it presents articles focused on creative and innovative activities and does not require that the articles have a research focus or that the activities have been evaluated. This less formal format invites shorter pieces focused on describing the activity or concept and highlighting what worked, what didn't, and how other practitioners might adopt or adapt the activity or idea to their own educational context.

This first Education in Practice section contains five articles by practitioner-scholars in elementary, secondary, and higher education. They represent Catholic schools in both the US and Canada, and discuss activities that range from 3D printing to evaluation. We are excited to share these pieces with our readers and hope you will take some time to let us know what you think of the section and the articles. As with all of our articles, the articles in the Education in Practice section are free to download and free to share through their Creative Commons licenses. We look forward to sharing additional Education in Practice articles in future issues and invite you to share your best ideas and practices with the Catholic education community through the *Journal of Catholic Education*.